



**Supplementary guidance:
inspecting care, support and
guidance in further education
including the approaches taken to
reduce the impact of poverty on
educational achievement**

January 2015

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- ⬆ primary schools
- ⬆ secondary schools
- ⬆ special schools
- ⬆ pupil referral units
- ⬆ independent schools
- ⬆ further education
- ⬆ adult community learning
- ⬆ youth and community work training
- ⬆ local authority education services for children and young people
- ⬆ teacher education and training
- ⬆ Welsh for adults
- ⬆ work-based learning
- ⬆ learning in the justice sector

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Introduction

This document contains a strategy and approaches to inspecting care, support and guidance in further education (FE) including the approaches taken to reduce the impact of poverty on educational achievement. This document brings together all the separate pieces of guidance and support from previous surveys as well as guidance on inspecting other related sectors.

Sections in this document will inevitably change as the result of our experiences and there will be new sections may be added. We will update the versions available on our website.

This guidance is primarily for use in phase two of FE inspections. Inspectors on phase one of FE inspections should refer to the general further education guidance document when identifying lines of inquiry and when coming to judgements. They should evaluate the impact of the care, support and guidance provided by the learning areas. They should pay particular attention to how well the learning areas know and support those learners whose educational achievement may be affected by poverty and disadvantage. Phase one inspectors should take into account the information phase two inspectors will need in coming to judgements at a whole college level and make sure that relevant and appropriate evidence is gathered for the phase two inspection team.

In phase two inspections the main focus for the inspection of care, support and guidance, and the approaches taken to reduce the impact of poverty on educational achievement, will be on the impact of the college's strategic planning, policies and procedures rather than on the provision. Inspectors will use the evidence gathered by the phase one inspection team to inform their judgements. They will identify the lines of inquiry from the phase one input JFs and the college self-evaluation report (SAR). They will further evaluate the phase one inspection evidence through college document scrutiny, meetings with senior managers and support services, and learning walks where appropriate.

When inspecting care, support and guidance in colleges, inspectors will consider:

- how well learners' support needs are identified
- the impact of college planning to meet the needs of all learners
- the effectiveness and accessibility of learner support services
- how well learners' support needs are co-ordinated between learner services and the curriculum areas
- how well colleges work in partnership with outside agencies to provide support
- the impact of care, support and guidance on learner achievement

When inspecting the approaches taken by colleges to reduce the impact of poverty on educational achievement, inspectors will consider:

- how well disadvantaged learners achieve compared to all college learners
- the impact of approaches designed to improve the achievement of

disadvantaged learners

- how well colleges take a strategic approach to improving outcomes for disadvantaged learners
- how well colleges co-ordinate the approaches to reduce the impact of poverty on learner achievement across all curriculum areas and all learner support provision
- how well colleges work with partners
- how well colleges use resources to reduce the impact of poverty

Reporting requirements

Standards

In aspect 1.1.2 of quality indicator 1.1, inspectors evaluate the performance of learners on different levels, different courses and from different backgrounds. They may look at the relative performance of learners from disadvantaged backgrounds, learners with difficulties and disabilities and those with additional learning needs. Inspectors should evaluate the outcomes for these learners in comparison to all learners across the college.

The starting point for inspectors will be the DfES published data. Inspectors will start with an analysis of outcomes for learners in relation to their deprivation decile (LLWR Inform FE report 2). How well do learners from different deciles – particularly the most deprived – achieve in relation to national averages?

Inspectors will supplement this information through scrutiny of the college's own records of learner achievement and in meetings with the data manager.

Wellbeing

In quality indicator 1.2, inspectors will scrutinise input JF records from all learning areas in the phase one inspection and will evaluate the evidence overall and at college level. They will identify any further lines of inquiry and will follow these up during phase two. They will scrutinise learner survey results and will carry out learning walks where these are required to supplement evidence or to follow through lines of inquiry.

Inspectors will consider the college records for punctuality and attendance, and the take-up of extra-curricula activities and work-related experience opportunities. They will examine the records of learner attendance at meetings with the college support specialists, student services and outside agencies such as the college counsellors, college health professionals and careers advisors. They will consider learner attendance at careers events and college open day events.

They will consider how well learners attend learner involvement meetings such as college reps meetings, college ambassador meetings and college council meetings. They will evaluate how well learners contribute to the life of the college, college practices and the curriculum, the wider community and to their own learning.

Inspectors will evaluate all of the above through comparison of different groups of learners, particularly those with additional learning needs and those from disadvantaged backgrounds.

Learning experiences

In quality indicator 2.1, inspectors will evaluate how well colleges use a wide range of information to identify the learners who may need support, particularly those with additional learning needs and those from area of deprivation. Information may come from:

- post code analysis
- schools
- course application forms
- parents and learners
- local knowledge
- applications for educational maintenance allowance (EMA)

Inspectors will evaluate how well colleges adapt the curriculum to make sure all learners have equality of access. Inspectors will examine:

- learner surveys
- student services records
- curriculum planning documents
- equality and equal opportunity policies
- college data

Inspectors will scrutinise the curriculum offer for those learners who do not have the necessary qualifications to access the course of their choice, particularly those with low grades at GCSE. For these learners inspectors will evaluate:

- the extent to which the college provides a balanced curriculum including vocational and skills lessons
- how well the college manages their expectations and aspirations
- how well the college plans a structured progression route
- learner outcomes including retention and attainment

Inspectors will pay particular attention to how well colleges plan their curriculum around the socio-economic context and the nature of employment opportunities and community needs. Inspectors will consider any evidence in relation to:

- an analysis of enrolments by deprivation decile

Care, support and guidance

In quality indicator 2.3, inspectors will consider how well colleges plan for the health and wellbeing of learners. They will:

- take account of the coffee shop, refectory and retail outlet services

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- consider how well colleges promote health and wellbeing when planning extra curricula activities
- evaluate the extent to which health and wellbeing is included in tutorial planning

Inspectors will evaluate the extent to which guidance information and specialist services meet the needs of all learners and enhance their learning experiences and outcomes. Inspectors will:

- scrutinise records of transfers between courses to assess the impact of course choice review opportunities
- judge the effectiveness of prospectuses, course leaflets and the college website
- assess the extent to which learners receive impartial, relevant and meaningful advice about courses when they approach student services
- assess how extensively student services refer learners to outside agencies and specialist services where appropriate
- evaluate how well student services meet the needs of learners with regard to personal, financial, domestic, transport, health, housing and family care
- evaluate the availability and consistency of advice, support and guidance from student services across all sites and venues
- evaluate how well student services, support departments and exams departments understand and communicate with learners with additional learning needs, learners with difficulties and disabilities, vulnerable learners and those from areas of deprivation
- evaluate the range, availability and consistency of services that are arranged by the college but provided by outside agencies

Leadership and management

Inspectors will consider how well colleges plan at a strategic level to support all learners including those with learning difficulties and disabilities, those with additional learning needs and those from areas of deprivation. They will scrutinise policies and procedures for reducing the impact of poverty on educational achievement.

Inspectors will consider how well leaders and managers monitor and evaluate the impact of student services, learner support and exams offices against the achievements of learners.

Annex 1 – for reference only

Educational maintenance allowance

This is an income-assessed weekly allowance of £30 to help students with the cost of further education. It is paid every two weeks directly into the students' bank account.

Students may be eligible for EMA if they:

- are above compulsory school age
- are aged 16,17 or 18 years before the 31 August
- normally live in Wales
- are studying an eligible full-time academic or vocational course

Students must also meet one of the following criteria:

- household income of £20,817 or less;
- other young people in the household who are under 16 and are eligible for Child Benefit and the household income is £23,077 or less
- other young people in the household who are aged between 16 and 20 years old, in full time education and eligible for Child benefit and the household income is £23,077 or less

Annex 2 – for reference only

Free school meals

Children whose parents receive the following support payments are eligible to receive free school meals:

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- Income Support
 - Income Based Jobseekers Allowance
 - Support under Part V1 of the Immigration and Asylum Act 1999
 - Income-related Employment and Support Allowance
 - Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income, as assessed by HM Revenue and Customs, does not exceed £16,190
 - Guarantee element of State Pension Credit
 - Universal Credit
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Children must be in full time education including sixth forms. Young people attending further education institutions are not eligible for FSM.